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ABSTRACT

One of the major problems facing vocational education today is the lack of qualified and competent teachers to fill vacancies created by expansion in the vocational education programs. This pilot project conducted at Emporia State University (Kansas) was constructed to develop a comprehensive model to recruit, counsel, and place vocational business occupations teachers, industrial education teachers, home economics teachers and coordinators in the schools of Kansas. In the project, the guidance and career services (of several state agencies) currently being used in public education were to be adapted to the university level. The project designed a model for long-term cooperative arrangement between the information, recruitment, counseling, and placement services in vocational teacher education. The procedure used was visitations to vocational and teacher education programs at other institutions which had been identified as integrating the guidance services into teacher education activities. Secondarily was the development of the demonstration model for providing an integrated system for teacher career information, recruitment, counseling, and placement services for potential teachers. Plans for installation and initiation of the service system in the university were completed. This involved input from staff, advisory committee, and resource personnel. The system was to be installed at Emporia State University and initiated for a year-long trial period during the 1980-81 school year. (KC)

FINAL REPORT

"Development of a Pilot Program for Career Information, Recruitment, Counseling, and Placement Services for potential Vocational Office Education and Distributive Education, Home Economics and Industrial Arts Teachers."

Project Staff:

Dr. Ken Hoffman, Project Director and Author

Mr. Jeff Loper, Graduate Research Worker

Ms. Janell Mallein, Secretary

Emporia State University

July 1, 1979 to June 30, 1980

Pursuant to a grant from the Kansas State Department of Education for Personnal Development.

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## INTRODUCTION

This project was conducted at Emporia State University, in Emporia, Kansas, in the form of a state grant.

The project director is Dr. Kenneth E. Hoffman, Teacher Educator of Business and Distributive Education at Emporia State University. The project research worker is Mr. Jeffrey T. Loper, Graduate Assistant working towards a Masters in Business Education.

This project was constructed to develop a comprehensive model to cover the entire process an individual completes when going to college. The project had a broad base which got broader as the research developed. Several areas included in this project were not in the original plan of research. For example, the certification, work experience, and competency testing were included after research, visits with university personnel, and our advisory council meeting initiated its inclusion.

The project is a pilot which will be instigated at this and other institutions for a trial period. However, it is hoped that research, in the form of related studies, will be continued. The project staff sees this research as a solid base on which to build in the future.

One of the major problems facing vocational education today is the availability of qualified and competent teachers to fill vacancies created by expansion in the vocational education programs. This project will develop a pilot program for personnel in a joint effort to recruit, counsel, and place vocational business occupations, industrial education, home economics teachers and coordinators in the schools of Kansas. Presently recruitment career information and full-time job placement activities are conducted by several State agencies, or by separate offices at the teacher education institutions.

The guidance and career services currently being used in public education will be adapted to the University level to provide impetus to overcoming the current

teacher shortages in vocational education. This shortage can be overcome only through improved education, guidance, and placement activities. Recruitment activities for teachers must be characterized by a coordinated system involving both guidance and vocational education activities.

A teacher shortage in Vocational Education has been identified by Kansas State Department of Education and others. This shortage can be traced directly to the much smaller number of persons who enroll in teacher education programs in vocational education. An integrated, complete system of services which range from career information to eventual job placement must be established to breach this serious gap in the vocational education teacher supply. If one program does not begin because of the lack of a teacher, the number affected would be approximately 30 students the first year. This shortage shows no signs of reversing itself without concerted effort on teacher education's behalf.

These services are presently being offered on a separate, piecemeal basis. This project would develop the model for a long term cooperative arrangement between the information, recruitment, counseling, and placement services in vocational teacher education.

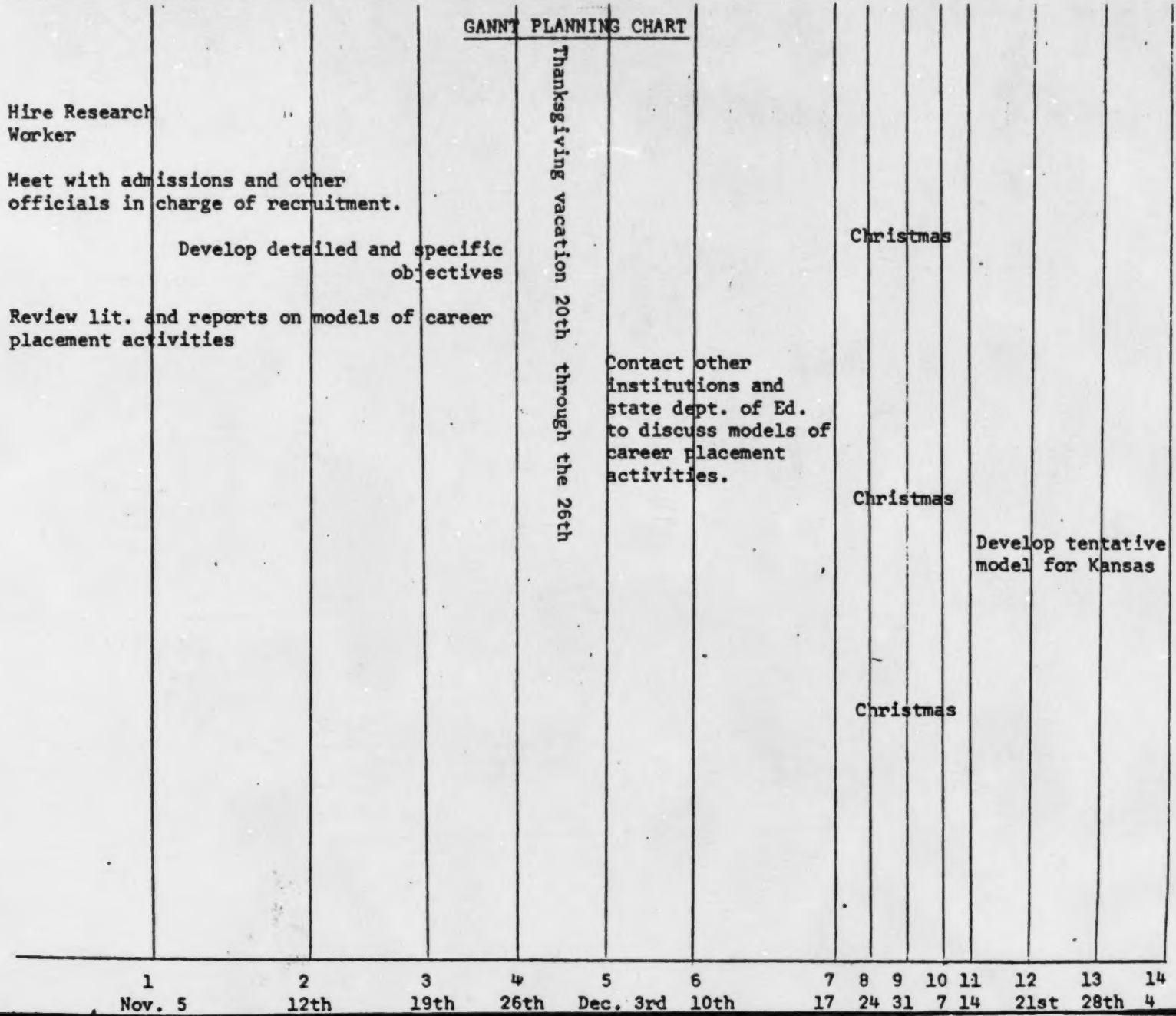
The procedure used was visitations of vocational and teacher education programs at other institutions which have been identified as integrating the guidance services into teacher education activities.

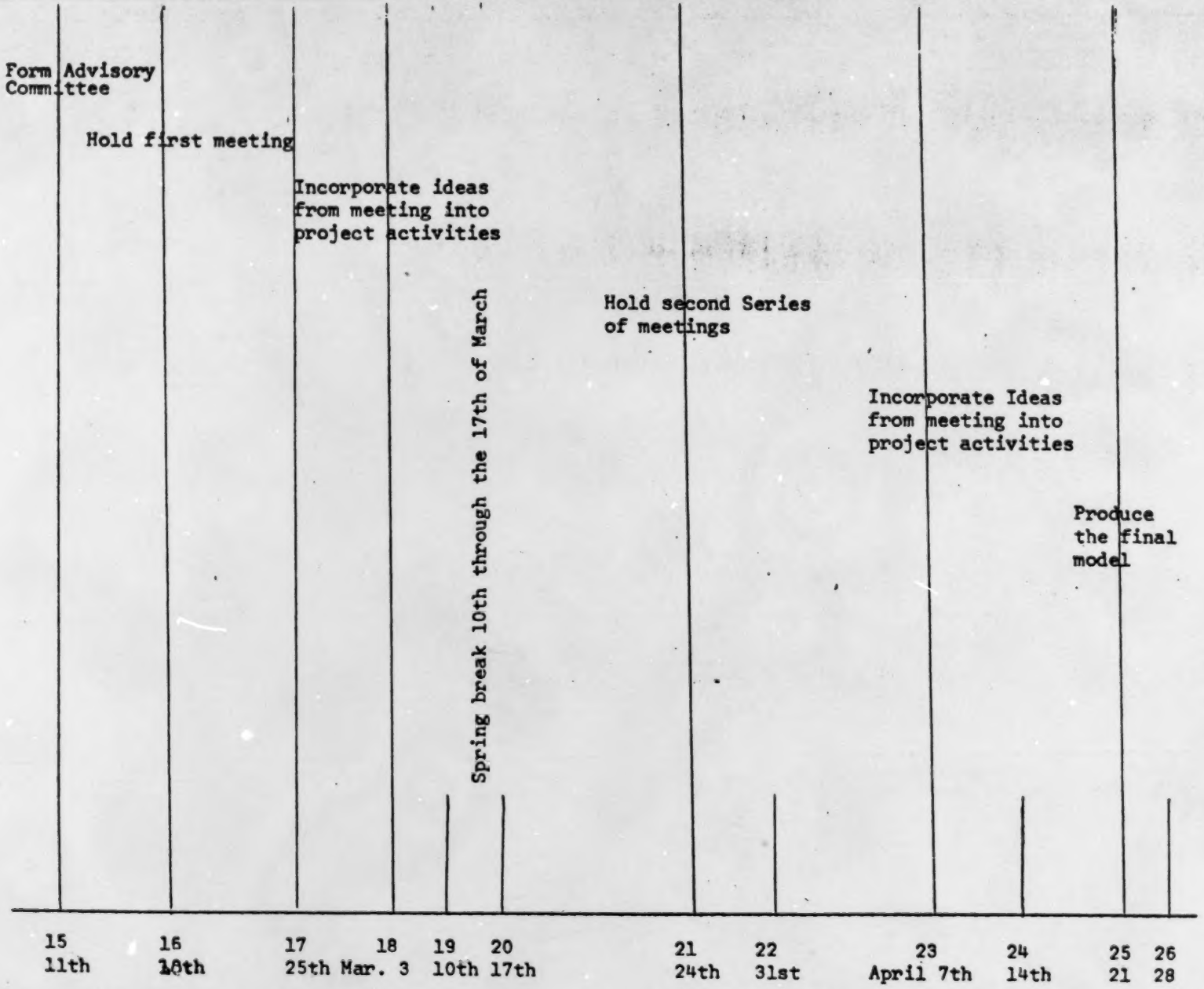
Secondarily, was the development of the demonstration model for providing an integrated system for teacher career information, recruitment, counseling, and placement services for potential teachers.

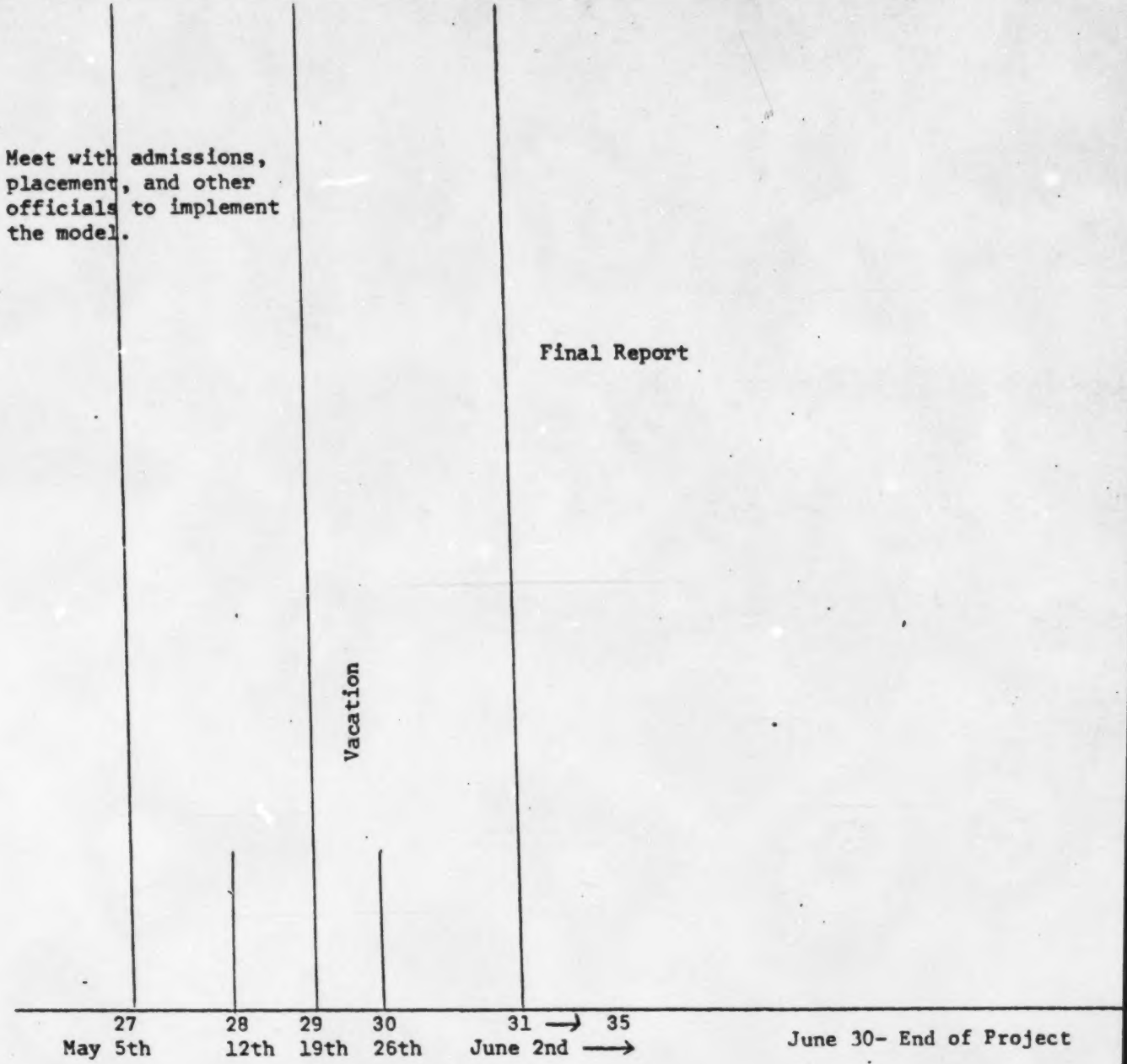
Plans for installation and initation of the service system in the University were completed. This involved input from staff, advisory committee and resource personnel.

The system will be installed at Emporia State University and initiated for a year long trial period during the 1980-81 school year. It is recommended that other teacher education institutions install and initiate such a system as well.

## GANNT PLANNING CHART




Form Advisory Committee
Hold first meeting
Incorporate ideas from meeting into project activities
Spring break 10th through the 17th of March
Hold second Series of meetings
Incorporate Ideas from meeting into project activities
Produce the final model
15 11th
16 18th
17 25th
18 Mar. 3
19 10th
20 17th
21 24th
22 31st
23 April 7th
24 14th
25 21
26 28


Meet with admissions, placement, and other officials to implement the model.
Final Report
Vacation
27
May 5th
28
12th
29
19th
30
26th
31 → 35
June 2nd →
June 30- End of Project

March 31, 1980

Tentative Agenda For

Teacher Recruitment, Counseling, Placement

:00 to 9:30 in the Larkin Room (3rd floor) Memorial Student Union
Emporia State University

:30 - 7:00 Coffee and Donuts

:00 Opening remarks-Introductions
Purposes of project
Roles of advisory committee members
Other . . .

:30 Presentation of the System as envisioned by project staff:

I. Career Information Sources for Prospective Teachers

Career Guidance Materials for Vocational Ed. Teachers

Career Choices and Teaching Clusters

II. Placement Services

Letter and Resume Preparation

On-Campus Employment Interviews

Candidate Employment Referrals

Credential Services

:15 Break for Refreshments

:30 Comments and Questions by Committee Members

Input, variations, suggestions, revisions

:20 Scheduling final review of system by committee- Mail or Meeting?

:30 Adjournment

## Advisory
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## PART 1 THE TEACHING CAREER MODEL

In order to accomplish the many purposes of this project a teaching career model was constructed. The model was based upon the Career Information System Model from the University of Wisconsin. The Wisconsin Career Planning Model was modified to include the following phases:

1) Vocational Teaching Awareness and Orientation

2) Vocational Teaching Career Exploration

3) Making Vocational Teaching Career Decisions and a Career Choice

These three phases were further analyzed and detailed prior to review by the project advisory committee. The final results of the advisory committee input are presented on the following pages.

## TEACHING CAREER MODEL

### VOCATIONAL TEACHING AWARENESS & ORIENTATION

Phase I Objectives:

1. Identify vocational teaching occupations within the community.
2. Develop identification with vocational teachers.
3. Develop positive attitudes toward vocational teaching.
4. Develop an awareness of self in relation to vocational teaching.

TUDENT

5. Recognize vocational teaching activities that are liked and that give satisfaction.
6. Explore personal interests that identify with vocational teaching courses.
7. Recognize the occupational characteristics and related life styles of vocational teaching.
8. Recognize the variety of vocational teaching careers.

### EXPLORATION

Phase II Objectives:

1. Describe and differentiate self characteristics as they relate to vocational teaching.
2. Apply basic educational manipulative and cognitive skills in performing simulated vocational teaching activities.
3. Explore vocational teaching careers through hands-on and observation experience.
4. Realize the personal and social significance of good vocational teaching.
5. Describe the tools used, the nature of the tasks performed, and the prerequisite competence required for vocational teaching.

### MAKING CAREER DECISIONS AND A CAREER CHOICE

Phase III Objectives:

1. Consider possible career goals.
2. Relating educational planning to teaching career goals.
3. Tentatively selecting a curriculum to acquire vocational teaching position.
4. Execute plans by taking appropriate course work or other action to become certified and employable.

VOC. TEACHER PLACEMENT

5. Action-1st teaching job.

VOCATIONAL TEACHING CAREER PLANNING MODEL

PHASE 1

VOCATIONAL TEACHING AWARENESS AND ORIENTATION RESOURCES

Objectives:

1. Identify vocational teaching occupations within the community.
2. Develop identification with vocational teachers.
3. Develop positive attitudes toward vocational teaching.
4. Develop an awareness of self in relation to vocational teaching.
5. Recognize vocational teaching activities that are liked and that give satisfaction.
6. Explore personal interests that identify with vocational teaching courses.
7. Recognize the occupational characteristics and related life styles of vocational teaching.
8. Recognize the variety of vocational teaching careers.

Outside Sources

Media Information
-Occupational Briefs
-Bound Information
DOT
-Filmstrips, Films
video tapes
-Magazines
-Newspapers
-T.V. News
-Radio
-Brochures

In School Experiences

a) High School, AVTS, Comm. College Experiences
-Field trips
-Classroom activities
-Speakers
-Consultants
-Counselor planned activities
-Teacher planned activities
-Form letters
-Personal letters
-Personal interviews

b) College, University
-Field trips, tours
-Courses, seminars
-Speakers
-Consultants
-Counselor or teacher planned activities
-Study programs
-Internships
-Counseling
-Advisory systems, career counselors
-Selective advisors

ADVSISORY COMMITTEE RESPONSES TO QUESTIONS CONCERNING PHASE 1

"Awareness and Orientation Phase for Potential Teachers"

Are we missing some potential teachers?

1. Outside Sources

Limitations of outside information-
Have we depended upon others to tell our story?
State or national data-not specific enough
Comparative salary data not included in typical occupational information.

Questions-
What kinds of information (brochures, etc) would be the most useful to promote an awareness of vocational teaching among
a) students?

Student visitations by university personnel are effective, but graduates of the school who return to talk to prospective teachers was recommended highly.

Use news media for spot anouncements of career opportunities in vocational teaching. Use TV, also call toll free at a career information center. We must use the postive approach in mass media.

Use appeals (rewards, service, missionary spirit) other than economic.

Improvement of attitudes of teachers about teaching-teachers act as role models.

Vocational teaching as a part of career night, or holding one of their own.

b) Among industry personnel?

Retirees might be a source of prospective teachers. Opportunities for a second retirement career information. A contact with the SBA's SCORE chapter could be a good source.

NEA, AVA, KVA involvement to solicit and promote more specific and useful vocational teaching data.

Local administrators are key recruiters for industry, perhaps special training or encouragement needed.

Use trade journals from NEA, AVA, and KVA as media for advertisement of program.

Use resources at the state department.

Personnel division.

State supervisory training instructors.

Teacher certification personnel.

2. In-School Experiences

Limitations of in-school experiences-
Teacher attitude toward teaching
General lack of experiences oriented toward teaching as a career.
Students seem to worry more about how to get into college than deciding on a career.

Questions-

1. Are bulletin boards an effective way to recruit students?
   Bulletin Boards are not an effective method of recruitment.
2. How effective are visits from college personnel?
   Tie in with present University recruiters. In addition, packet of materials must be available to the recruiters.
   Vocational teaching scholarships, with industry support.
3. Are posters, career days or student visitations an effective means of recruitment?
   On a limited basis these are effective.
4. How can universities keep in touch with seocndary and post secondary education better? (See below #4)

3. Keeping in touch with non-school or industry personnel:

Recruitment Practices

1. Tie in with career information and referral service such as the FIRST* program at University of Kansas.

2. Work closely with local administrators who do a lot of their own recruitment. Develop and broadcast public service advertisement through TV and radio on vocational teaching.

3. Run advertisements in the newspapers.

4. Communicate with industry groups from which young workers might express interest in becoming teachers.

5. Keep in close touch personally with industry personnel. Meetings to tell industry how we are trying to improve the training of people.

6. Investigate the second career, retirees from military, etc. for potential teachers.

7. Develop and establish job vacancy information services.

8. Develop and establish placement services.

9. Cooperate with existing placement services in universities and other agencies.

10. Keep close contact with graduates in the occupational field (Business, etc.) who do not have a teaching degree.

11. Develop wage and fringe benefit informational brochures and presentations to counteract "teacher oversupply" publicity.

12. Develop industry based scholarship programs.

13. Present vocational education teaching opportunities brochures and presentations to teachers from other field who are relocated due to decreases in enrollment.

14. Develop alternate methods of training non-degree and non education degree persons who want to be vocational teachers.

15. Promote a non-degree emergency certificate as a last resort.

4. Keeping in Touch with Secondary and Post-Secondary In-School Students

1. Student Conferences

2. Prospective student contacts communication

Tie in information on how to enroll in college.
Send a package of materials to all high school and community college counselors.
Use the ACT test information provided by the admissions office.
Send brochures and pamplets to potential students identified by instructors.
Make telephone calls to prospective students-by head of particular dept.
Send personal letters to prospective students-from freshman advisor.
Use of an admission inquiry follow-up letter.
Attend Vocational meetings.
Hold general meeting for non-major students or new students at University level. (Could be done at a career day meeting)

3. Teacher Education University Programs

Participate in the all-college recruitment program.
Use of a career orientation course in introductory education.
Staff participation in University Career Day activities.
Hold general meeting for non-major students or new students at university level along with present students in given areas of interest.

4. L.E.A. Contacts

Make use of community college visitation programs and tours. Take along interested college students.
Arrange visits to schools - show how to enroll in college.
Sponsor and promote career clubs.
Hold special teaching career days and events.
Capitalize on the teacher-aid program in secondary schools.

5. Vocational Student Organizations

Have University representatives speak at banquets.
Present booths, exhibits during convention.
Participate in Regional, State, and National convention activities.
Utilize scholarships for potential teachers at high school and collegiate level.
Maintain an active collegiate chapter.
Sponsor contests-Could sponsor school contest following the same guidelines as the national contest.
Sponsor career speech contests and theme paper contests on "Being a Vocational Education Teacher"
Sponsor a contest for college students on what they've learned about Education in college.

6. Use of Media

Make use of printed and electronic media.
Design slide/tape presentation for distribution throughout the state.
(Could be a good contest for college students)
Initiate a poster campaign on University campus for additional publicity.
Utilize radio, print and television to inform public of vocational education teaching shortage. Use the postive approach.
Initiate articles in publications and trade journals.
Use of monthly newsletter-student articles.

7. Personal Contacts with Potential Teachers

Maintain good public relations with Vocational Education teachers.
Make contacts during visitations with student teachers.
Make contact with first year instructors-have district meetings for first year teachers.
Visit the counselor upon each school visit.
Speak to high school classes.
Have University Vocational Education students speak to their hometown high school students.

8. Others

Provide dual majors for Vocational Education with their appropriate subject matter.
Provide early field experiences.
Articulate closely with community college to ensure all will transfer.
Conduct summer conferences and leadership events.
Send form letter to all Vocational Education departments in state.
Make telephone calls to prospective students.
Utilize informational brochures.
Send follow-up letter to all students who have been advised on Vocational Education careers.

## IMMEDIATE STEPS TO ACCOMPLISH PHASE 1

1. Radio, TV, and other promotions.

To provide the promotion TV commercials are needed. No one in Emporia can provide those services so several advertising agencies in Kansas City were contacted for the cost of TV advertising. The company contacted was Paddok Production, Park Avenue, Kansas City, Kansas. Paddok can provide the entire services required for the TV Commercial. The service rendered would be, taping equipment, script writing, voice over machine, and editing. The entire cost of this would be roughly $2500 for a 30 second spot. However, it seems there is more services needed to prepare the commercial release.

After taping copies of the commercial they would be distributed to different TV stations around the state. This means the number of cuts required and the stations to contact for distribution must be determined. The cost of reproducing the spots are roughly $25 a cut.

The next step to consider is type of information needed for the commercial, and the number of copies needed for distribution.

The telephone number of Paddock Productions is 913-492-9850. The person to contact is Mr. Chuck Paddock.

As we stated before, the TV, radio, and printed media must use the positive approach to interest people in Vocational Education. The guide used by this project will be the public service approach. A copy of the guide follows:

Guide for TV commercial

1. Relate strength of this nation to trained, happy, and motivated workers. Then relate this to Voc. Ed.

2. Examples of work will follow with close ups of workers in their work settings.

3. Then show flashes of training in the classroom with closeups of teachers.

4. Next you must influence the listeners attitude into action.

5. Will do this by giving toll free number of FIRST service, to provide more information about teaching careers in Vocational Education.

Guide for Radio Commercial

1. Relate strength of this nation to trained, happy, and motivated workers. Then relate this to Voc. Ed.

2. Examples of work and workers would follow by using the sounds of a work site.

3. Use the sounds of a classroom while instruction is being conducted in different discipline areas.

4. Influence the listener's attitude into action.

5. Give toll free number of FIRST service to provide more information about Vocational Education teaching.

Guidelines for Printed Media Commercial

1. Use same format as TV and radio.

2. To provide comparison of work and workers to classroom instruction, use split photo.

3. Provide FIRST line service number, and invite them to call for more information.

One area of media available is the possible use of radio. According to the media services on campus this would be an excellent way to contact possible students. In addition, radio is much less expensive than TV and the services can be provided on this campus.

The use of radio appears necessary to argument the use of TV. Whereas TV appears to be targeted at industry personnel, radio is targeted at the younger generation. For the full impact of this project to take effect these resources must be used to their fullest extent.

2. Promotional Brochures

For this project a small amount of funds have been provided to print brochures and pamphlets. A copy of the content of such a brochure is provided in this report.

With the help of the resources on this campus, it is possible to contact a number of potential students who have shown an interest in vocational teaching as a career. In the section, Vocational Education Recruitment Practices Among In-School Students, under the heading, Prospective student contacts communication, we list the use of ACT test information provided by the admissions office.

In discussions with Admissions, it was learned that a contact with 250 students could be possible using the ACT test information. Copies of the brochure could be mailed to the students easily. Afterwards a follow-up telephone call could be made by the head of the department of verify the student's interest, and answer any questions he may have.

A suggested content for the promotional brochure follows.

A book titled, A/V Media in Career Development, put out for the College Placement Council provides a number of guides in the development of media materials. It was used in the development of the materials in this project.

(SUGGESTED PROMOTIONAL BROCHURE)

## VOCATIONAL TEACHING AS A CAREER

### THE OPPORTUNITY

At the present time, colleges and universities are projecting a teacher shortage by 1985. However, in Vocational Education we are already feeling that shortage. Vocational Education is expanding, creating more jobs in Vocational Agriculture, Distributive Education, Office Education, and Industrial Education. Perhaps you have a skill or interest in one of these areas.

### WHAT IS VOCATIONAL EDUCATION?

Vocational Education is taught at the High School, Community College, and Adult Education level. The purpose is to provide instruction to any person who wants or needs the instruction. The hope of Vocational Education is to prepare the individual to enter the job market at a point where advancement is possible.

### THE PROGRAMS

Vocational Agriculture prepares the individual for a career in farming. This included the handling of crops, livestock, and the land on which the individual operates.

Distributive Education is an cooperative education program. The instructor coordinates the work activities and the classroom activities of the student to prepare him for a career in marketing, sales and service occupations.

Office Education prepares students to handle themselves in an office environment. Again the chance for advancement on the job is stressed in this program.

Lastly, Industrial Education is a broad field preparing students for jobs in a number of areas. This includes, welding, electronics, auto body, printing, and the list goes on.

### WHAT IS VOCATIONAL TEACHING LIKE?

Teaching in Vocational Education is the same as teaching in any educational atmosphere. The teacher must prepare lesson plans, set up objectives, prepare special projects, and evaluate the class. However, Vocational Education is different in one aspect. The instructor must have work experience to draw from when instructing the students. This is especially useful when working with the cooperative education process.

The Vocational Education teacher may also be involved in a number of community activities. Whatever the case, you will be considered a leader in the community.

### INFORMATION ABOUT PROGRAM

After analyzing your interest and choosing the field that best suits you, contact the admissions office of the college you plan to attend. They will direct you on enrollment procedures, and will direct you to the office of teacher education in your field. At this time you should raise questions about what concerns you. Teaching could be for you, but you need to be sure.

3. Career Advisory Service

In conjunction with the TV, radio, and printed media concerning job information and opportunities in Voc. Ed. this project would like to use or develop a career advising service such as the FIRST service at the University of Kansas.

FIRST is an educational and career advising service based in the Adult Life Resource Center, Division of Continuing Education, which handles callers interested in Vocational-technical school training, college and university study, and non-traditional study programs. In addition, this service provides information to people who are interested in making career decisions, re-entering the job market or just seeking more training.

The caller's questions are handled on the phone by a professional counselor, who has the services of a resource library in his office. In addition, the FIRST service refers the caller to additional resources to help clarify his request. This is the service most useful to this project.

The project staff has provided the FIRST service a packet of information concerning the different programs in Voc. Ed., and the institutions in the state of Kansas that provide training in the different areas of Voc. Ed. In addition, the telephone numbers of the instructors most closely related to the programs at the institutions have been given. A copy of the packet is provided in this study.

The FIRST line number could be used in conjunction with the TV, radio, and newspaper advertisements. In the ads the FIRST number could be given as the number to call for additional information.

With the packet of information provided them, the FIRST service could counsel the caller about his interest, and refer him to different institutions around the state.

The main purpose of the FIRST service would be to guide interested students to the correct institution and individual to discuss his interest. After they have their job, the institutions must do their's.

To provide the services suggested above the FIRST service would need some financial reimbursement. The suggested figure is $250.00 a year.

The services rendered by the FIRST could be beneficial to this project. However, its use must be studied carefully before a recommendation is made.

VOCATIONAL TEACHING CAREER COUNSELING DATA SUPPLIED TO FIRST

When advising an individual on the different areas of employment in Voc. Ed. the person has a number of areas he can go into. In fact, the individual should be advised to search beyong the obvious institutions like the high schools, AVTS and the Community Colleges. The additional areas of employment include:

1. Comprehensive employment and training act programs, especially institutional programs such as Skills Centers.
2. Sheltered workshops and other occupational programs for the handicapped.
3. Job Corps
4. Opportunities Industrialization Centers
5. Voc. Ed. in Federal prisons (and in a few state prisons).
6. Private Voc. schools, many of which operate training programs under contract to government agencies, as well as programs supported by tuition.
7. Training programs in private business and industry.
8. Armed forces occupational programs.
9. Baccalaureate technical programs

Every alternative employment area listed above applies to the five major subject areas of Voc. Ed. The five areas are:

1. Industrial Education
2. Home Economics
3. Agricultural Education
4. Distributive Education
5. Office Education

To assist you in advising callers that may have questions about the programs in Voc. Ed. we are providing you with the names of State Vocational Education Personnel. In addition, a list of the state institutions and the programs they offer are listed with the people to contact for reference material. The state personnel will be listed first and the institutions.

State Vocational Education Personnel
(all phone numbers are preceded by 913-296)

1. Ed Hankins, Special Vocational Ed. programs - (3954)
2. Marylyn Hecke, Health Occupations Program Assistance and Program Evaluation - (2227)
3. Sheryl Henderson, Vocational Guidance & Counseling (2241)
4. Ed Henerg, Industrial Ed. Program - (3915)
5. Carol Oberle, Home Economics Program - (2221)
6. Les Olsen, Agriculture Ed. Program - (3956)
7. Richard Russell, Dist. Ed. Program - (3955)
8. Elton Spena, CETA Programs - (4914)
9. Dr. Alyce Williamson, Office Education Program (3954)

Industrial Education

1. Emporia State University
2. Pittsburg State University
3. Bethel College
4. Fort Hays State University
5. McPherson College
6. Wichita State University

Office Education

1. Emporia State University

Home Economics

1. Emporia State University
2. Kansas State University
3. Pittsburg State University
4. Bethel College
5. Fort Hays State University
6. Kansas Wesleyan
7. McPherson College
8. Southwestern College
9. Sterling College
10. Washburn University

Agricultural Education

1. Kansas State University

Distributive Education

1. Emporia State University

Wichita State University

1. Wayne D. Becker, Teacher Educator of Industrial Ed. (316-689-3350)

Emporia State University
(all numbers are preceded by (316-343-1200)

1. Theda Ashley, Teacher Educator of Home Economics Ext. 321
2. Dr. Donald Froelich, Teacher Educator of Ind. Ed. Ext. 242
3. Dr. Nancy Groneman, Teacher Educator of Office Ed. Ext. 362
4. Dr. Kenneth Hoffman, Teacher Educator of Dist. Ed. Ext. 376

Kansas State University

1. Dr. James Albracht, Teacher Educator of Agricultural Ed (532-5535)
2. Dr. May Evan Griffity, Undergraduate Coordinator, Teacher Educator of Home Economics Education (532-5905)
3. Dr. Joyce Terrass, Graduate Coordinator, Teacher Educator of Home Economics (532-5928)

Pittsburg State University
(all numbers preceded by (316-231-7000)

1. Dr. Ben S. Vineyard, Chairman of Vocational-Technical Education Ext. 398
2. Dr. Mary Nell Bouman, Teacher Educator of Home Economics

Bethel College

1. Rodney Frey, Teacher Educator of Industrial Ed. (316-283-2500)
2. Marge Warta, Teacher Educator of Home Economics (316-283-2500)

Fort Hays State University

1. Bryon Backora, Teacher Educator of Industrial Ed. (913-568-0731)
2. Rosa Jones, Teacher Educator of Home Economics (913-568-0731)

Kansas Wesleyan

1. Beverly Smith, Teacher Educator of Home Economics (316-827-5541)

McPherson College

1. Connie Nicholas, Teacher Educator of Home Economics (316-241-0731)
2. Dr. Alvin Willems, Teacher Educator of Industrial Ed. (316-241-0731)

Southwestern College

1. Glennis Couchman, Teacher Educator of Home Economics (316-221-4150)

Sterling College

1. Gladys Heter, Teacher Educator of Home Economics (316-278-2173)

Washburn University

1. Janet Miller, Teacher Educator of Home Economics (913-295-6300) Ext. 474

## COMPARATIVE SALARY DATA

Using a research memo from the KNEA concerning salary schedules for Kansas schools, this study compared the average salary of Kansas schools to the average salaries received by students entering industry.

Kansas has a total of 307 school districts that reported in the KNEA study, with this study using a 20% sampling of 62 school districts to find its average.

The average of graduates entering industry was determined by data supplied by the ESU placement office. The comparison follows.

Average beginning salary for new teachers in Kansas.

1. Average salary per 9 month period - 9763.42

2. Average salary per month - 1084.82

Average salary of ESU graduates entering industry.

1. Average salary per year - 12,500

2. Average salary per month - 1041.67

The comparison shows a greater salary per month earned by beginning teachers. However, according to Mrs. Musgrave from the placement office differences occur later because industry increases in salary from year to year have been greater than teaching salaries.

## PHASE 2 EXPLORATION OF VOCATIONAL TEACHING CAREERS

Objectives:

1. Describe and differentiate self characteristics as they relate to vocational teaching careers.

2. Apply basic educational manipulative and cognitive skills in performing simulated vocational teaching activities.

3. Explore vocational teaching careers through hands-on and observation experience.

4. Realize the personal and social significance of good vocational teaching.

5. Describe the tools used, the nature of the tasks performed, and the prerequisite competence required for vocational teaching.

| Ways in Which Persons know or realize they are Potential Teachers | Exploring the Career |
|---|---|
| -School Subjects | -Career Clubs-Future Teachers |
| -Inventoried Interest | -Simulation |
| -Expressed Interest | -Work Experience |
| -Measured Aptitudes | Teacher's Aids, etc. |
| -Estimated Aptitudes | -Shadowing |
| -Work Situations | |
| -Occupational Goals | |
| -Special Abilities | |
| -Leisure Activities | |
| -Hobbies | |
| -Educational Aspirations | |

## QUESTIONS AND ANSWERS CONCERNING THE EXPLORATION PHASE

### Limitations

Economic conditions, comparative salaries. Difficulty of communicating with industry personnel.

### Questions

Could teaching Career Clubs be an effective way to reach potential vocational education teachers?

Future teachers could be a source of potential interest. This depends of course on the school district, the teacher, and the curriculum itself.

Teacher aids-special program, structured, planned and supervised. Some experience.

Early teacher aid experiences of University students to determine if they like it.

College credit based upon past experience, testing out, for high school students.

How might vocational student organizations be a greater source of potential teachers?

Speech contest on Why I Want to be a Vocational Teacher in DECA, OEA, Industry support-scholarship wins $500.

How can industry personnel by motivated to return to or enter the vocational teaching professions?

Put an ad in the paper to reach industry personnel.

Know the young craftsmen who might be open to a teaching career. Personnel recruitment from industry. Get to know the workers.

Responsibility for recruitment has fallen back upon the ability of the local administrations to find potential teachers. IMPORTANT-train the local administrators. Give them a model of how to do it. Data bank of names etc. to call upon.

Great attitudinal resentment of degreed certified teachers toward non-certified degree teachers. Not recommended that we promote that attitude or practice.

## EXAMPLES OF EXPLORATORY PROGRAM PHASE 2

Perhaps one of the more interesting techniques in the exploration of career mentioned is the teacher's aid program and the early teacher's aid experience for university students.

At the present time, a student does not enter into a teaching experience with students until the second semester of his Junior year. Until then he is locked in his studies to prepare him for the world of work. However, many students do not make it to the live experiences in the classroom. Many change majors before that time for fear of being locked into a career they may not like, without the possibility of starting a new career. By the time they do become involved in a teaching experience many times it is too late to change.

To solve this problem, Clackamas Community Junior Collegein Oregon City, Oregon instigated an early teacher's aid program for their students. During the year the students were expected to work 15 hours a week as a teacher's aid in conjunction with their class work.

This project did pose the problem of time on many students and some were not able to finish. However, those who did finish the program were able to determine quickly if they wished to continue the program. Of course, the program did lose some students but those who staved had valuable experience in the classroom and were able to finish their work easily.

The conclusion of this study supports the idea that early teacher's aid experiences is beneficial to the program. The retention of the students who finish their experiences were high.

Another area of concern is, college credit based upon past experience for industry personnel and testing out for high school students.

From a number of studies, and from our advisory council, this practice appears to have a great deal of support. The only real question is, how much credit do you give for past experience.

This study will not even try to answer but will voice its support for this practice.

One practice used to determine the answer could be competency testing. At the present time the trade and industrial occupations allow for such a practice. Perhaps, it is time the other discipline areas investigate this possibility.

To determine the competencies a person should have, the instructor could analyze the persons past work experiences and correlate that experience to the content of classroom instruction. A competency test could be given. If passed college credit could be given for that class.

In the final report of a study done by McDowell, L.C. and Fagan, B.T., from Kentucky University, they list three services competency testing could render. The services rendered follow.

1. Provide alternative to the "years of experience"requirement.
2. To gain University credit for work experience gained in cooperative programs.

3. Provides evidence of competency for reciprocity purposes between centers and states.

The first two services have been discussed, the last will be covered later in the report.

PHASE 3

## MAKING CAREER DECISIONS AND A CAREER CHOICE

**Objectives:**

1. Considering possible career goals

   The teaching career occupational clusters
   a. Vocational (D.E., H.E., I.E., O.E., others)
   b. Non-vocational

2. Relating Educational Planning to teaching career goals

| | 1st teaching job |
|---|---|
| Enter prior to beginning teaching | Enter from industry |
| University or college teacher ed. program | Teacher ed. during first years of teaching |

3. Tentatively select a curriculum to acquire vocational teaching position

| | |
|---|---|
| Teacher ed. curriculum | New teacher workshops prior to first day. |
| Enrollment- | |
| a) admissions d) declaring a teaching field | |
| b) registration e) counseling, advice | |
| c) degree program | |

4. Execute plans by taking appropriate course work or other action to become certified and employable.

| | |
|---|---|
| Graduation | |
| a) placement (teacher educator, placement office, job market information source) | Completion or graduation |
| b) Follow-up | Reentry into voc. teaching career after some time in industry. |
| c) job change | |

5. Action - 1st teaching job (Placement) 1st teaching job or reentry

## QUESTIONS AND CONCERNS ABOUT PHASE 3

## MAKING CAREER DECISIONS AND A CAREER CHOICE

### Limitations

Over supply in some fields - Is it possible for teachers from other areas to be trained for the vocational teaching careers?
The present low status of education among college and university personnel.

### Questions

Would changes in certification requirements affect the number of persons entering vocational teaching?

How could educators who have left teaching be motivated to return to vocational teaching?

Would you recommend a non-degree emergency certificate for those fields which do not have it presently? (H.E., O.E., D.E.?)

### Advisory Committee Answers and Comments:

1. Non-degreed emergency certificates should be trained concurrently with beginning year of teaching. This plan would be useful if the applicant is long on job experience, mature, and demonstrates trade competencies. It is debatable, whether or not the emergency certified instructor would be accepted by his collegues. Could be as a last resort only.

2. Degreed persons without teaching certification, also substitute teacher. Alternate approaches for degreed persons with work experience should be developed. This is a prime source of prospective teachers.

3. It was recommended by the committee that present (Jan. 1, 1980) certification requirements for Secondary Voc. Education not be changed and consideration of Community College Vocational certification requirements be restored to its status prior to (Jan. 1, 1980). The following people obstained from voting: Mr. R. Russell, Dr. K. Hoffman, Dr. N. Groneman, Mr. J. Loper, and Ms. C. Henderson was not present.

## VOCATIONAL TEACHER COUNSELING

In making career decisions and a career choice, one of the most important aspects is that of counseling the student. In our research we have found university instructors regard counseling as a secondary function. In fact, a number of reliable college personnel sources have expressed this as one of the more serious problems.

The main reason for this problem appears to be the lack of communication between college offices and the instructors. The instructors are simply not aware of current trends and opportunities in business.

Two universities, the University of Missouri, and Kansas State University are working to alleviate this problem. At Kansas State the placement office has compiled a list of instructors names, who have requested current reports, and job trend analysis information to be sent to them.

Both universities have also affected a counseling program during a student's freshman year. During this freshman year the students are handled by full-time freshman counselors. They counsel the students in career information, campus life, and subject area curriculum. When the students become sophomores they are assigned an instructor for an advisor. However, with the counseling he has received he will be better able to deal with problems that may arise.

At the University of Missouri, they have added another dimension to this practice. They require a class taken by all freshmen entering education. This class is called, Perspective In Education. This class covers such areas as, University Policies and Procedures, Perspectives in Vocational Education, Teacher Education Programs, and special program in education. The freshman leaving this class is well equipped with a variety of information to make a career choice, and handle himself in the college atmosphere.

### PRACTICES

1. Need to make sure that all students understand the requirements of their particular field.

2. Best way to do this is not to assign students to a counselor until after his first year is over. At this time most of his core requirements are done.

3. Do not assign students to teachers who have shown no interest in counseling students in the past. Follow K.S.U.'s lead by keeping a list of teachers who have not kept up with the business in their field and do not allow them to affect the students under them.

4. Work closely with the placement office to counsel students on job trends, current opportunities,and job awareness.

5. In conjunction with the placement office, conduct a required class concerning the availability of teaching jobs. In addition, this class should cover material concerning different teaching careers and the responsibilities demanded of each area. In addition, this class should cover material patterned after a class conducted at the University of Missouri. This section would help the student to become more familiar with the University functions and places the student can go for help.

6. Work more closely with other counseling resources on campus.

## THE PROBLEM OF CERTIFICATION

From the comments and answers from the advisory committee one can see certification was a hot issue. In fact, one of the members supplied us with an administrator's survey from the United School Administrators of Kansas, dealing with certification. In this survey the administrators listed several causes creating a shortage of teachers. The certification process was among those listed.

More specifically, the survey identified five areas of concern which they thought deserved attention from Educational Associations and the State Department of Education. The concerns of most importance were:

1. qualifications of applicants-flexibility in assigning staff to teach more than one subject or to supervise activities

2. increased requirements-the trend of requiring additional hours for certification

3. out-of-state applicants-the problems of out-of-state applicants making Kansas' certification requirements

4. substitutes-limitations and regulations affecting substitutes

5. definition of courses-the need for uniformity among institutions in the definition of courses

The concerns mentioned above appear to be uniform around the nation. In the search of related literature for this project they were brought out several times. For this project we can do very little in this area except express our concern in this area and provide several alternative approaches to the certification of individuals to teach.

To indicate the trouble we find when working with certification several tables have been included. The information obtained is from a study conducted by T.M. Stinnett, for the National Education Association. The first table deals with reciprocity systems used in working with out-of-state teachers.

The second table deals with the general education semester hour credit requirements for certification to teach in a secondary school.

The last table again deals with class requirements to teach at the secondary level. However, this table deals with the professional education requirements. The semester hours needed are listed as the heading of each column. The states requiring that total of hours is then given along with two numbers below it. The first number represents the hours of student teaching needed. The second number stands for the education, philosophy or psychology and sociology classed needed.

RECIPROCITY SYSTEM

| Interstate certification project | NCATE | NASDTEC | Northeastern states compact (elementary teachers) |
|---|---|---|---|
| Alaska | Alabama | Alaska | Connecticut |
| California | Arizona | Colorado | Delaware |
| Connecticut | Arkansas | Delaware | Maine |
| Delaware | Colorado | District of Col. | Maryland |
| Florida | Delaware | Indiana | Massachusetts |
| Hawaii | Florida | Kansas | New Hampshire |
| Idaho | Georgia | Kentucky | New Jersey |
| Indiana | Illinois | Maryland | New York |
| Iowa | Indiana | Minnesota | Pennsylvania |
| Kentucky | Iowa | Nebraska | Rhode Island |
| Maine | Kentucky | New Jersey | Vermont |
| Maryland | Maine | New Mexico | |
| Massachusetts | Maryland | North Carolina | |
| Minnesota | Massachusetts | Ohio | |
| Nebraska | Minnesota | Oklahoma | |
| New Hampshire | Mississippi | Pennsylvania | |
| New Jersey | Missouri | South Dakota | |
| New York | Nebraska | Utah | |
| North Carolina | North Carolina | Vermont | |
| Ohio | North Dakota | Virgina | |
| Oklahoma | Oklahoma | Washington | |
| Pennsylvania | Oregon | Wisconsin | |
| Rhode Island | Pennsylvania | | |
| South Carolina | Rhode Island | | |
| South Dakota | South Dakota | | |
| Utah | Tennessee | | |
| Vermont | Texas | | |
| Virginia | Utah | | |
| Washington | Vermont | | |
| West Virginia | Washington | | |
| Wisconsin | West Virginia | | |

## SECONDARY SCHOOLS

### GENERAL EDUCATION (SEMESTER HOURS)

| 30 hrs. | 40 hrs. | 42 hrs. | 44hrs. | 46 hrs. | 48 hrs. | 45 hrs. | 50 hrs. | 60 hrs. | 35-40% | 70% | AC | Did not Report |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ohio | Arizona<br>Georgia<br>Iowa<br>Michigan<br>Missouri<br>Tenn.<br>W.Virginia<br>Wyoming | Illinois<br>S.Carolina | Alabama | Louisiana | Arkansas<br>Miss.<br>N.Mexico<br>Virginia | Conn.<br>Florida<br>Kentucky<br>N.Jersey | Indiana<br>Kansas<br>Oklahoma | Delaware<br>Maine<br>Texas | N.Carolina | Washington | Alaska<br>Cal.<br>Colorado<br>Dist.of Col.<br>Hawaii<br>Montana<br>Nebraska<br>N.Hamp.<br>Penn.<br>Utah<br>Vermont<br>Wisconsin | Idaho<br>Maryland<br>Mass.<br>Minn.<br>Nevada<br>Oregon<br>Rhode Island<br>S. Dakota |

N. Dakota follows the NCATE guidelines.

AC means approved curriculum.

## SECONDARY SCHOOLS

### PROFESSIONAL EDUCATION (TOTAL SEM. HOURS) INCLUDING STUDENT TEACHING AND EDUC. PHIL. OR PSY. & SOCIOLOGY CLASSES

| 12 hrs. | 15 hrs. | 16 hrs. | 17 hrs. | 18 hrs. | 20 hrs. | 21 hrs. | 22 hrs. | 24 hrs. | 27 hrs. | 15-20% | 20% | AC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mass<br>2-?<br>N.York<br>N5 | N.Jersey<br><br>Virginia<br>6-3 | Illinois<br>5-2<br>Montana<br>AC-AC<br>N.Dakota<br>5-? | Kentucky<br>8-R | Arkansas<br>6-3<br>Conn.<br>6-6<br>Delaware<br>6-9<br>Georgia<br>6-?<br>Hawaii<br>AC-?<br>Indiana<br>6-6<br>Louisiana<br>4-9<br>Maine<br>6-3<br>Maryland<br>6-6<br>Miss.<br>6-6<br>Missouri<br>5-7<br>N.Mexico<br>6-?<br>R.Island<br>6-?<br>S.Carolina<br>6-3<br>Texas<br>6-?<br>Vermont<br>9-3<br>Wisconsin<br>5-AC | Florida<br>6-6<br>Idaho<br>6-6<br>Iowa<br>5-?<br>Kansas<br>5-12<br>Michigan<br>6-6<br>Nevada<br>6-?<br>Oregon<br>6-?<br>S.Dakota<br>6-?<br>W. Virginia<br>6-?<br>Wyoming<br>— | Alabama<br>6-?<br>Ohio<br>6-6<br>Oklahoma<br>9-?<br>Utah<br>8-6 | Arizona<br>6-3 | Tenn.<br>4-? | Minn.<br>6-? | N.Carolina<br>— | Washington<br>— | Alaska<br>Colorado<br>Califor.<br>Dist. of<br>Col.<br>Nebraska<br>Penn. |

AC - Means Approved Curriculum.

One last area of concern when dealing with certification, especially Vocational certification, is that of work experience required.

An analysis of the National Certification Requirements by Boston University, School of Education in September 1977, findings were converted into the graph that follows concerning the work experience needed to teach, Voc. Agriculture, Wage Earning Home Economics, Dist. Ed., Health Occupations, Tech. Ed., and Trade and Industrial Ed.

The graph covers one of the most difficult areas to deal with in the recruitment of individuals. According to many instructors, when prospects are told of the experience required the student will pursue teaching no longer. They simply do not want to take that much time to become certified.

Several other studies conducted concerning work experience attacked the need for work experience.

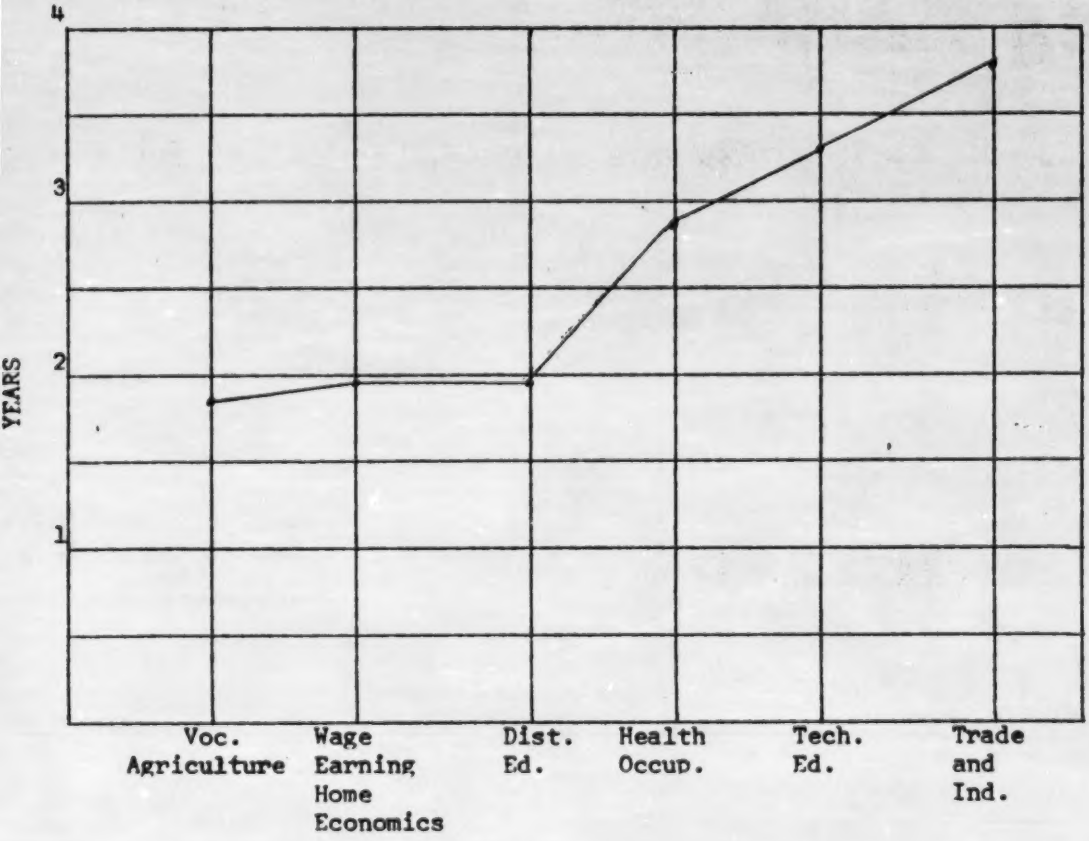
In 1974 a Kapes and Pawlowski study found a significant positive relationship between the numbers of college credits earned by teachers and achievement of their students in shop. Thus they recommended that industrial experience be minimized as a criteria for teacher certification.

Also, a study was conducted on personnel in the Dept. of Vocational Education at Pennsylvania State University. They assessed the relationship between number of years of work experience with academic performance and occupational competency examination scores. This study found, that years of work experience had neither a positive effect on academic performance nor on performance as a occupational competency examination.

With these studies attacking work experience many other studies have been conducted supporting work experience. No concensus has been established concerning this issue.

This study would like to support work experience because it appears to be highly supported by teachers. However, we may need to start looking at individualizing the requirements.

COMPARISON OF YEARS OF EXPERIENCE NEEDED TO TEACH IN SIX AREAS OF VOC. ED.



During research for this project, and advisory council meetings the need for an alternative or emergency approach to certification of people entering education from industry has been expressed. This section will explore several appraches to this problem.

The state of Kentucky has an alternative approach to certification for trade and industrial teachers. With a few modifications it could possibly be used in other discipline areas.

In this plan new teachers who plan to teach in August or September of a given year are employed on or before June 1 of that year. Their first experiences are in principles classes which are taken in June. Then the students spend two weeks teaching at the parent school under the direction of another teacher. The month of July is spent at a university acquiring the classes necessary for vocational certification. After that the teachers return to the parent school to participate in the reopening of the school and to apply their knowledge in developing their own class for the upcoming year.

This plan enables the new teacher to experience the opening and closing of a school year, acquire some teaching experience with students under supervision, and plan their course of study for the next year while receiving a salary. In addition, related teacher instruction is available to teachers every year, and counseling services are made available at all times.

This plan has been accepted well, and is credited with aiding in the retention of the teachers. From our meeting with the advisory counsel, this was a main concern of theirs.

A similar approach to the one used by Kentucky is to expose the returning student to the classroom experience as soon as possible. This could be done by hiring the student as a teacher's aid. In addition, we could allow for a lower tuition charge for these students. The classroom experience gained could perhaps count as the students observations, and student teaching experience.

After this was completed seminars could be conducted to instruct the student in the methods and psychology classes required.

With the problem of finances a student is likely to face it is important some form of relief is made available. The program could provide some needed relief.

Another alternative approach would be setting up a program to meet certification requirements with the assistance of the State Office. If the university and the state can work with each individual case to create a program to meet the state's requirement, then the students would be spared programs they could not finish.

Lastly one of the most comprehensive programs to supply instruction for teacher certification is conducted by Colorado. The plan they use is an in-service plan but could be modified to act as training seminars for new teachers.

This program makes use of filmed training modules concerning the duties of an instructor in cooperative education. The modules are conducted on a seminar basis and include such areas as locating training stations, developing those stations, and then placing students into those stations.

The module is conducted as a role play situation with the setting, personnel involved, special materials needed, and the sequence of events laid out for the student. As the tape plays the student is able to follow along for better understanding.

The purpose of this section is not to suggest what is the best alternative approach to training instructors during an emergency, but is only to refer to you what other states and institutions have tried. From the variety of approaches we may assume that no one approach has been adopted by a great many institutions. In fact, we may even conclude that few institutions have attacked the problem.

## THE PROBLEM OF PLACEMENT

Placement is a phase of this study that is difficult to deal with. Few studies have been conducted dealing strictly with placement.

In the recent past there have been some interesting attempts made to place students in business. However, their use is severely limited now. In the following discussion a description of several attempts to provide computerized placement services to the student will be given.

One system that is still in use by isolated groups is called the GRAD (Graduate Resume Accumulation and Distribution) system. This was conducted by the college placement council, but the placement office assured this study that a nation wide process is not in operation. This system was to link up the college placement offices with employers of varied fields. Business, industry and education are just a few fields involved.
The steps of the process are as follows:

1. A student would contact the placement office, and express his interest in obtaining a job.

2. The placement office would conduct counseling to determine qualifications, then provides the student with a GRAD resume form.

3. The student then completed and mailed the form.

4. Upon receiving the resume the GRAD data center would extract the major job title and two descriptors. This data would be stored on an electronic file for immediate retrieval.

5. Upon completion, the employer would be able to search the file and order copies of the resume that meet his specifications.

6. If the student is employed by use of the system the placement office would be notified of the employment. If no employment resulted after six months the resume would be removed and the placement officer would be notified of the number of times the resume was ordered. The officer would then have the option of granting an additional six months to the applicant.

Another service similar to the one above is ACCESS (A Central Computerized Education Staffing Service). This was a NEA service to its members as a computerized teacher-job vacancy matching-information service. A quick call to the KNEA revealed this to be a part of a pilot program that never took full effect. However it is being used by some minority groups on an isolated basis.

The military had a system called USES, which matched military retirees to job vacancies in the entire job market. However calls to military recruiters revealed this operation has phased out. The recruiter revealed that most Army placement deals with unlisted men leaving the service. The retiring personnel are, according to the recruiter, usually well equipped when leaving and already have a job lined up or simply do not need or want one. When asked about the present promotion of education as a second career for retiring military personnel the recruiter said there was virtually none.

A study conducted by Richland, Malcolm, and Rosove, Perry E., System Development Corp., in 1967 showed the use of military retirees in Vocational programs is feasible. The study also indicated, at that time, retirees were indeed interested in Vocational teaching as a second career. However, the placement of military personnel provides a problem for our present placement system. This means we need to provide a different job matching system for military personnel.

Until a systematic approach can be adopted to place military there appears to be only one solution. We must work closely with the military to provide them with information about Vocational Education. In addition, the support of the State Department in this operation would be imperative.

## VOCATIONAL TEACHER PLACEMENT PRACTICES

1. We need to develop a better working relationship with the placement office.
2. We also need to increase the flow of information from the school administrators to the colleges.
3. One method would be to send a list to the school administrators each year of the graduates in Vocational Education with their majors listed.
4. Placement program promotion.
5. Indicate to students those services provided them after graduation, and encourage them to keep in contact with placement offices.

Program promotion

Placement needs to identify:

a. Who needs to be informed

b. What they need to know

c. How the information can be communicated

Ways of communicating information

Personal contact

Public speaking

Short films or slide-tape presentation

Public exhibits

News releases

Open house

Informational tours

Printed materials, pamphlets, brochures, reports.

## CONCLUSIONS

When conducting research, many times the research takes on a broader scope than was intended. This project has followed that pattern.

Accordingly, some materials included are not as specific as the project staff would like. However, many conclusions can be drawn from the project which need to be inspected carefully. A summary of the conclusions follow:

### Phase I

1. Outside resources such as TV and radio need to be used in the recruitment of individuals into teaching.
2. High schools, AVTS, and Community Colleges need to promote teaching as an employment option.
3. The Colleges and Universities must increase promotion of teacher education programs.
4. Student visitations when conducted by graduates of that high school are more effective.
5. The promotion of teaching as a career must be conducted using the positive approach.
6. Retirees from business and the military are possible sources of teachers.
7. The involvement of national organizations such as NEA, AVA, and KVA is needed.
8. The involvement of state department resources is needed.
9. Vocational teaching needs to be included as a part of career day activities.
10. Bulletin boards are not effective as a recruitment practice.
11. Vocational teaching scholarships, with industry support are needed.
12. Starting teacher salaries when compared with beginning industry salaries on a monthly basis are approximately the same.

### Phase II

13. Students need experiences that will allow for the exploration of teaching as a career.
14. Future teacher clubs are a possible source of potential teachers in vocational education.
15. Early teaching experiences at the University level are needed to help the university student examine teaching as a career.

16. The practice of granting college credit based on past work experience is recommended by teachers.

17. The practice of allowing high school students to test out of classes is recommended by teachers.

18. The responsibility of recruitment of vocational teachers from industry has apparently fallen back upon the local administrators.

19. There is resentment from degreed certified teachers toward non-certified, non degree teachers.

Phase III

20. A career advising service such as the FIRST service at the University of Kansas could be beneficial to the promotion and recruitment of individuals into Teaching Vocational Education.

21. The student, when considering teaching as a career needs to be provided information concerning vocational teaching career occupational clusters. The enrollment process needs to be explained entirely to the student.

22. The university student should be familiar with the services provided by the placement office and other student services.

23. Follow up of graduates needs to be expanded to include Voc.-Technical teachers.

24. More communications is needed between teacher educators and recruitment, registration, counseling and placement officers.

25. Alternative certification plans for persons entering education from industry are needed.

26. Certification is a nation wide problem.

27. Work experience required in Vocational Education is still a major concern in the certification of individuals.

28. Placement should be treated as an individual concern.

## RECOMMENDATIONS

The recommendations which proceed from the data and the conclusions have been organized into stages or steps to be accomplished over the next three years.

Steps to be accomplished during 1980-81

1. TV and radio promotional spots produced.
2. Teacher education brochure needs to be produced.
3. Student visitations by graduates of high schools and community colleges need to be expanded.
4. A career advisory service such as the FIRST service at the University of Kansas should be instituted or existing services utilized for Vocational teacher education counseling.
5. Special projects submitted for financing public relations and recruitment efforts.
6. Industry visitations to obtain Vocational teaching scholarship support.
7. Project proposal for training local administrators for industry based recruitment.
8. Cooperative communication between teacher educators and recruitment, registration, counseling, and placement officers.
9. Increase recruitment efforts to minorities and non-traditional occupational groups.
10. Continued input from councils concerning Vocational teaching certifications.
11. Improved institutional placement services for Vocational teachers.
12. Development of a five state Vocational teacher information placement service.

Steps to be accomplished during 1981-82

1. AVA and NEA contacted about publishing accurate Voc. Teaching data.
2. Special projects submitted for financing public relations and recruitment efforts.
3. Development of career day booths and exhibits for use in career day recruitment activities.
4. Industry visitations to obtain Voc. teaching scholarship support.
5. Development of realistic and comparative salary data and the dissemination of this data to career counselors state wide.
6. Investigation of the potential for future Voc. Teaching clubs.
7. Review and evaluation of granting college credit for work experience.
8. Cooperative communications between teacher educators and recruitment, registration, counseling, and placement officers.
9. Increase recruitment efforts to minorities and non-traditional occupational groups.
10. Initiate a project to obtain from industry personnel a catalog of benefits which would motivate industry workers to become Voc. teachers.
11. Investigation of alternative certification plans for persons entering education from industry.
12. Continued input from councils concerning Voc. teaching certifications.

Steps to be accomplished during 1982-83

1. AVA and NEA contacted about publishing accurate Voc. teaching data.
2. Special projects submitted for financing public relations and recruitment efforts.
3. Industry visitations to obtain Voc. Teaching scholarship support.
4. Promotion of Voc. teaching as a career option among existing and newly formed future teacher organizations.
5. Review and evaluation of competency testing and test out procedures for certification.
6. Review and evaluation of granting college credit for work experience.
7. Cooperative communications between teacher educators and recruitment, registration, counseling, and placement offices.
8. Increase recruitment efforts to minorities and non-traditional occupational groups.
9. Broadening of present university follow up of voc-technical teachers.
10. Investigation of alternative certification plans for persons entering education from industry.
11. Continued input from councils concerning voc. teaching certifications.

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